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ABSTRACT

The definition, administration, and implementation of a program based on the Gifted and Talented Screening Scale (GTSS) are presented. It is explained that the GTSS is a series of 25 single sentence questions for use by teachers in screening for gifted and talented (G/T) students. The administration of the scale is detailed as well as the research and development of the device. An implementation plan for a program for G/T students is provided, including such areas as the screening stage, the organizational plan, the composition of a G/T committee, and the roles of members on the committee. A model agenda for a G/T awareness/orientation meeting is outlined. The GTSS instrument is included: among statements listed are ability to work with teachers and classmates and willingness to take chances in areas of interest. (PHR)

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GIFTED & TALENTED SCREENING SCALE

(GTSS)

A Screening System

for the Gifted and Talented

by

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WHAT IS GTSS?

Any administrator or teacher who is interested in implementing a gifted and talented program has found that the task of screening the student population to determine who should be in the program is substantial. Some school districts have found that the screening process is so large and costly as to discourage the implementation of a program. The Gifted and Talented Screening Scale (GTSS) is an instrument designed to overcome this initial obstacle by minimizing the amount of input, simplifying the manner of reporting raw data, and utilizing a computerized service to reduce the processing costs to a realistic level.

The federal government has issued guidelines which stress that giftedness has several dimensions, e.g., academic, leadership, creativity. Even among gifted children, there are very few who are gifted in all dimensions. The GTSS is designed to evaluate five separate dimensions. Many schools also wish to include IQ, Achievement, and other specialized measures in the selection of their G/T students. The GTSS service provides you with the opportunity of including up to six additional measures in your screening process. The cost of including these additional measures is included in the basic cost of processing the GTSS.

A school, implementing a G/T program is usually interested in identifying the most gifted children within their own school system. In this regard, national norms for G/T are of little concern to them, particularly since performance in a local school could be so dependent on the socio-economic level of the district. G/T programs are directed to those students who are so much more gifted than their immediate peers that they need special programs to enable them to reap the benefits of their education. The GTSS service computes local norms and allows you to identify whatever top percentile of students you wish to identify for inclusion in the printed report which you receive.

Testing costs and testing time must, in today's economy, be of primary concern to every school district. The GTSS is designed to reduce both costs and time to a minimum. The time to complete the GTSS is approximately 5 minutes per student. The cost of processing GTSS, including the cost of the mark sense sheet is $ .35 per student.

The GTSS consists of a series of twenty-five single-sentence questions. The classroom teacher rates a student on each of the twenty-five questions on a scale of 1-4. The teacher's responses are entered on a mark sense sheet. Any other measures which the school wishes to include are entered on the same sheet. This is the basic data record which is needed for the GTSS.

The output from the GTSS service is a computerized printout. You select the percentile range (90-99) of the students you wish to have included in the report. The report prints name and ID, or name or ID only, as you select. This option is provided since some districts wish to make their final selection "blind" and, therefore, elect to use ID numbers only. On the same line as the name/ID, the percentile rank of the student is indicated for each of the dimensions and measures included on the mark sense sheet. If a student does not score at the minimum on any of the measures, he/she is not included in the report. If a student scores at or above your minimum

percentile on one or more of the measures, the percentile is printed for those measures and a blank is left for the other measures. Ample margin space is provided for your selection committee to make notations. In this way, the total school population is screened and only those students who have shown some potential for inclusion in the G/T program are reported. This substantially reduces the clerical task and provides a composite printed record from which your G/T committee can work.

Recently we have recognized that in many cases, the outside measures which a school district uses to identify their G/T children can also be used to identify their PSEN students. Since districts who elect to use the GTSS have already included that data, we have decided to offer a screening service for PSEN students also. The cost of that screening is $ .10 per student. Again, you will recognize that this cost is only a fraction of the clerical cost usually incurred each year to screen for PSEN.

In the following sections, the authors have set forth the rationale and structure of the GTSS and have prepared a plan for implementation of a gifted and talented program within a school system. These reports are intended to provide you with additional information on the GTSS and to present the basic organization of a G/T program including staffing, screening, and selection.

ADMINISTRATOR'S/TEACHER'S GUIDE TO GTSS

Research and Development

Need

Recent research efforts stress the broad-based concept of giftedness and consequently the need to employ multiple criteria in the identification process (Guilford, 1967; Torrance, 1970; Grant & Renzulli, 1971). The U.S. Office of Education definition calls attention to this very need:

> Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas.
> 1. General intellectual ability
> 2. Specific academic aptitude
> 3. Creative or productive thinking
> 4. Leadership ability
> 5. Visual and performing arts
> 6. Psychomotor ability (Marland, 1972)

Giftedness is often multi-dimensional and a combination of measures is needed to adequately screen and select gifted students. When too few criteria are used, some deserving children may be ignored. Screening instruments that can be used to gather this diverse information on giftedness are:

> Intelligence Tests (Group and Individual)
> Achievement Tests
> Teacher Judgement (Objective Rating Scales)

In G/T screening, the use of teacher judgement receives greater attention when preceded by appropriate teacher instruction concerning characteristics of gifted children and is used in combination with standardized tests (Renzulli, et.al, 1971; Marland, 1972; Martinson, 1974; Gear, 1975). Although the literature and research are replete with criticism and cautions concerning the use of teacher nominations/judgements (Gallagher, 1966; Walton, 1966; Jacobs, 1971; Pegnato & Birch, 1959; Barbe & Horn, 1964), Gear's assessment of these early studies reveals some of the inconsistencies that may have accounted for the negative findings. She calls attention to: (1) heavy reliance on group intelligence tests employed as the verifying factor of giftedness, (2) failure to provide G/T guidelines/definitions needed to structure and systematize teachers' concepts of giftedness, and (3) establishment of self-imposed quota systems that limit effective use of teacher nominations.

Gear suggests that teacher judgement is an effective means of screening provided the components of teacher training, supplementary objective measures, and structured/objective rating scales are employed. The use of structured teacher judgement, together with other creative measures, guides teachers' daily observations to: (1) create teacher awareness and interest in giftedness, (2) reduce the likelihood of overlooking gifted children, and (3) utilize federal guidelines (Cutts & Moseley, 1957; Gallagher, 1966; Martinson, 1974; Marland, 1972).

Development of Teacher-Rating Scales

The need to systematically and objectively incorporate teacher judgement in the G/T screening process has led to the development of various rating scales (Martinson, 1974). Most rating scales have followed a check-list format enumerating the personal, learning, and creative characteristics of gifted children (Mough & DeHaan, 1955; Martinson, 1961; Plowman, et.al., 1971; Lucito, 1972).

Renzulli, et. al. (1971) have developed the Scale for Rating Behavioral Characteristics of Superior Students (SRBCSS) from the research on traits of gifted children. The items on the SRBCSS are grouped on the four dimensions of motivation, learning, creativity, and leadership. This Likert-type scale represents an important step toward correcting some of the inadequacies of unstructured teacher judgement by consistently and objectively quantifying teachers' ratings on the four dimensions. Six other scales covering the topics of artistic, musical, dramatic, communication (precision and expressiveness) and planning characteristics are also part of the SRBCSS. Kranz (1976) has developed the Multi-dimensional Screening Device (MDSD) that encompasses the components of staff development on the use of MDSD and guidelines for making final selection. The MDSD contains ten categories with each containing a definitional statement and a list of examples. The MDSD is still undergoing the process of development and refinement.

Cicione and Latham (1977) have developed the Gifted and Talented Screening Scale (GTSS) to identify students who have outstanding characteristics or abilities in one or more dimensions of giftedness:

1. Cognitive Ability
2. Leadership Ability
3. Creative Ability

Each of these dimensions corresponds to the federal definition from the U.S. Office of Education. The factor structure of the GTSS is based upon a K-8th grade validation study of instrument, performance, and IQ scores, such as the Lorge-Thorndike IQ Test and the Iowa Test of Basic Skills (Cicione & Latham, 1976). Therefore, GTSS is a 25-item rating scale that systematically and objectively combines teacher ratings with performance measures to comply with the federal definition of giftedness. Cicione and Latham's (1977) K-8th grade pilot study of GTSS has revealed five distinct factors that align with the three dimensions of giftedness enumerated below and described in the methodology section for employing the GTSS.

I. Cognitive Ability*
   A. Aggressive Learner--classroom behavior indicative of higher cognitive levels
   B. Performance Measures--intelligence and achievement tests
II. Leadership Ability
   A. Initiating/Sustaining Behavior--responsible and self-motivated
   B. Group Sociability--respected by peer and viewed as important group member
III. Creative Ability
   A. Divergent Thinking--fluency, flexibility, originality, and elaboration
   B. Artistic Sensitivity--aesthetic awareness of environment

*It must be noted that the cognitive area includes general intellectual ability and specific academic aptitude.

Methodology for Employing
Screening Instruments

The authors have envisioned four major divisions of a G/T program: (1) Cognitive Ability, (2) Leadership Ability, (3) Creative Ability, and (4) Special Ability. Referring to the original definition from the U.S. Office of Education, the cognitive ability includes general intellectual ability and specific academic aptitude. The special ability area includes abilities in visual and performing arts and psychomotor abilities. Two of the G/T definitional areas were consolidated.

Cognitive Abilities. This area encompasses both Factor I-A, Agressive Learning, and Factor I-B, Standardized Performance Measures, which contribute to the screening for this area. The composite effect of the two factors screens for both students who may be perceived as performing better in classroom environments and those who actually perform better on standardized instruments. The combination of factors balances the screening process in the cognitive area because students' abilities are screened in relation to their performance on two academic criteria.

Leadership Abilities. The Leadership Abilities area is composed of both Factor II-A, Initiating/Sustaining Behavior, and Factor II-B, Group Sociability. The combined effect of these two factors capsulizes the perceived behavioral characteristics of the leadership process. Specifically, Initiating/Sustaining Behavior describes an individual who readily assumes the responsibility of directing and coordinating tasks within a dynamic situation to reach a desired goal. Group Sociability is a characteristic of an individual who is perceived favorably by the group, works well within group activities, and exhibits self-confidence in communicating his accomplishments to his peers and superiors. Overall, Initiating/Sustaining Behavior and Group Sociability are characteristics which identify students who exhibit perceived leadership abilities necessary to take charge of coordinating and directing group activities pertinent to achieving and/or changing desired goals. These two dimensions of leadership coincide with Ralph Stogdill's (1963) conceptualization of perceived leadership behavior (i.e., Initiation Behavior and Consideration Behavior).

Creative Abilities. The Creative Abilities area includes both Factor III-A, Divergent Thinking, and Factor III-B, Artistic Sensitivity. Divergent Thinking describes the characteristics of an assertive, creative student. Specifically, the student is perceived as exhibiting behavior associated with the production of a relatively unique product. In agreement with Guilford's (1967) Structure of the Intellect model, this factor is referred to as divergent thinking. Examination of Factor III-A reveals the components of divergent thinking--fluency, flexibility, originality, and elaboration. Artistic Sensitivity describes the affective component of creativity which is often overlooked in comparison to divergent thinking. Specifically, Factor III-B characterizes the perceived behavior of a student entering the visual and/or performing arts (e.g., music, art, theatre, etc.)

The combination of these factors represents an awareness of the cognitive and affective dimensions of creativity. This marks an important step in screening creative students because ". . .a valid assessment procedure would, of necessity, consider both components (Treffinger, et. al., 1975)." One dimension of creativity is not favored over the other; they are both taken into account relative to the nature of the task undertaken. This is particularly true for the student undertaking a creative problem-solving task within a particular field of study (i.e., science, literature, mathematics, etc.).

Special Abilities. The Special Abilities area is not amenable to the type of screening completed within this pilot study. The authors suggest that a teacher with knowledge of students' abilities within a particular area (i.e., art, music, theatre, athletics, etc.) should nominate students and provide specific details to substantiate the nomination. A second person, either a teacher or some knowledgeable person from the community (e.g., music teacher, coach) would provide corroborating and additional input. A G/T committee then would evaluate these applications.

Summary

Use of the GTSS screening methodology provides an objective means to screen for the multi-dimensional aspects of the program chosen. An important advantage of the GTSS instrument is the generation of local school norms and cut-off points to screen the student population for each area of giftedness. The choice of which particular G/T area should be addressed remains the prerogative of the G/T selection committee within each school. Once area prioritizing is accomplished, the allocation of money to designated areas and subsequent development of a G/T program follow closely. An important component of the GTSS screening process is staff development to build teacher awareness of the broad-based definition of giftedness and its specific relationship to use of the GTSS instrument.

A PLAN TO IMPLEMENT A G/T PROGRAM IN A SCHOOL SYSTEM

Need

This plan addresses the pragmatic concerns of school administrators, special area coordinators, teachers, and parents who wish to develop and firmly establish a viable gifted and talented program within a school system. Various plans have enumerated specific options that school systems can use in identifying and composing a comprehensive G/T program plan (Martinson, 1974; Kaplan, 1974). Very few plans, however, have enumerated a step-by-step procedure for infusing a G/T Program Plan during the critical process of identification.

This identification process establishes a foundation for G/T program development tailored to the student population, resources, and concerns of a particular school system. The identification process is subdivided into (1) a screening stage and (2) a selection stage. The screening stage encompasses a careful examination of the entire student population by the professional teaching staff to reduce the likelihood of overlooking gifted children within a school system. Administrative, teacher, and community awareness is a prerequisite to implementing G/T student screening. During the awareness process, establishment of a G/T Organizational Plan will serve to (a) communicate and disseminate information, (b) train teachers in the actual screening stage, and (c) evaluate the program needs of the G/T student pool.

The selection stage employs a G/T committee network to examine the screening data to select particular G/T areas (i.e., Cognitive, Creative, and/or Leadership Abilities) which the district will address and to allocate monies for each program. The G/T selection committee within each school chooses the students who will participate. The "how to" for screening and selection is described below.

G/T Screening Stage

This section presents a step-by-step process for generating administrative and teacher awareness of the broad-based concept of giftedness and establishment of the G/T Organizational Plan.

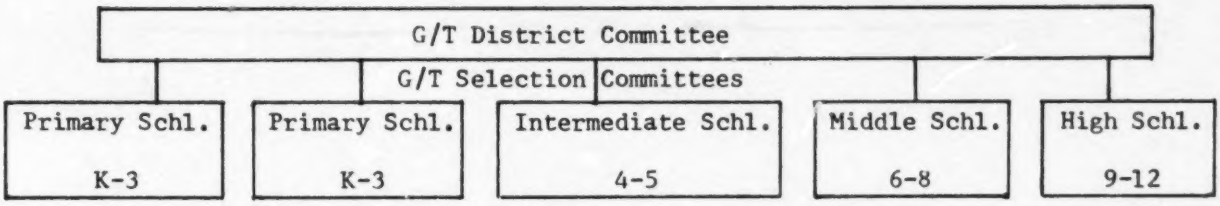
Awareness--the Critical Step. Development of administrative and teacher awareness is a critical step in gaining administrative and teacher understanding of the spectrum of gifted children's abilities, interests, and needs. The lack of awareness and understanding of gifted children on the part of elementary and secondary school educators is of national concern. The U.S. Office of Education reports that (1970 estimates) 1.5 to 2.5 million gifted and talented children exist within elementary and secondary student populations (Marland, 1972) although approximately 57.5 percent of elementary and secondary school administrators in the United States claim that no gifted children exist within their schools (Marland, 1972).

This statistical information accents the need to build awareness starting with the administrative level in the school system. Both the central and building-level administrative teams should work together in educating themselves about the broad-based concept of giftedness by reviewing such literature as Marland's (1972) concise report to the U.S. Congress on Education of the Gifted and Talented. The National/State Leadership Training Institute on the Gifted and Talented has provided detailed

supplementary literature on various subtopics of identification, program development, and parent awareness that should be part of a school system's professional library (Martinson, 1974; Kaplan, 1974; Sato, et. al., 1974).

Establishing a G/T Organizational Plan. The joint awareness step taken by central and building-level administration is the first step in establishing a G/T Organizational Plan. The G/T Organizational Plan consists of a committee network starting with the district level and working its way down to each school building within a district. The diagram below illustrates an overall G/T Organizational Plan within a school system that has two primary schools (K-3), an intermediate school (Grades 4-5), a middle school (Grades 6-8) and a high school (Grades 9-12).

G/T Organizational Plan



Composition of G/T District Committee. The G/T District Committee is the policy-making body for the district and is responsible for (a) communicating and disseminating information on gifted-child education, (b) training teachers in the actual screening stage, and (c) establishing priorities for G/T program development.

The membership of the G/T District Committee should consist of:

1. Superintendent of Schools or Assistant Superintendent of Curriculum and Instruction,
2. G/T Coordinator having major responsibility for coordination, supervision, planning, and program development,
3. G/T Resource Teacher (s) having daily instructional responsibilities within school (s),
4. Building Principal for each school level,
5. Community Representatives (2-3), and
6. G/T Teacher Representative (1 per school level).

G/T Coordinator. The position of G/T Coordinator is created to facilitate monitoring of a G/T Program on a daily basis. The position could be partially assumed by a central office administrator (e.g., Assistant Superintendent or designated school principal) who can allocate a consistent portion of his/her administrative time to G/T program development. The G/T Coordinators work closely with the G/T Resource Teacher/Consultant in facilitating the instructional arrangements, supplies, materials, and equipment.

G/T Resource Teacher. The G/T Resource Teacher/Consultant is trained in gifted-child education. This position may be recruited from universities which have teacher preparation programs in gifted-child education (e.g., U. of Connecticut,

U. of Georgia, U. of South Florida, etc.). Alternatively, a district may choose a viable teacher from within the school system and offer that teacher opportunities for training in gifted-child education. The G/T Resource Teacher is responsible for daily G/T instruction within a school or schools.

The G/T Resource Teacher may function in several modes. He/she may set up a resource room as a forum for conducting lessons and sharing ideas, interests, and materials with gifted and talented children across age/grade levels. The resource room serves as a central place where materials, resource books, and other information could be disseminated to teachers, parents, and other interested people. In addition, the G/T Resource Teacher is a consultant to classroom teachers who want to provide G/T opportunities within his/her classroom. The daily teacher contacts made by the G/T Resource Teacher help him/her to identify, with the assistance of the building principal, candidates for the position of G/T Teacher Representative.

Some districts may choose to combine the G/T Coordinators position with the G/T Resource Teacher for purposes of economy. If the two positions are combined, the daily teacher contact with students will be limited and an adjustment should be made in the number of pupils served directly by the G/T Resource Teacher.

G/T Teacher Representative. The G/T Teacher Representative facilitates the direct involvement of classroom teachers in gifted and talented instruction. The building principal and G/T Resource Teacher jointly choose interested and open-minded classroom teachers on a grade-level basis to be the G/T Teacher Representatives. It must be noted that only one G/T Teacher Representative per building serves on the district committee. The Teacher Representative plays a vital role by transfusing G/T lessons from the resource room to the classroom. He/she helps G/T students share their experiences with children in the regular classrooms. Finally, he/she is responsible for communicating information and modeling experiences to other classroom teachers.

Building Principal. The Building Principal uses his position to support the efforts of the G/T Coordinator, Resource Teacher, and Teacher Representative in stimulating teacher awareness, training teachers for screening the student population, and program planning and implementation. The principal works to clarify the teaching staff's questions concerning gifted-child education and the day-to-day and long-term consideration of implementation of G/T instructional opportunities within the school. Many of the daily problems with scheduling, transportation, supplies, and materials can be resolved only with the principal's direct planning and intervention. The principal is the liason with parents and interested community members concerned with G/T education.

Community Representative. Two or three parents and/or members of the school community should be directly involved in the district-wide planning for generating G/T Awareness/Orientation Meetings and policy decisions for program emphasis and development. The Community Representative will serve as excellent liason to PTA groups and other parent organizations. Such groups as the PTA should be asked to nominate representatives.

Rationale for G/T District Committee. The G/T District Committee is the apex of a committee network. The members of the District Committee work to integrate and infuse the instructional delivery system for gifted children into the main-

stream of the school curriculum and instruction. The Committee attains its goal of G/T infusion by first studying the present structure of a school system to determine how they can integrate G/T instructional opportunities using what already exists within the school district or school. The time and effort expended on integrating G/T opportunities using existing structures of a school system will serve to generate better understanding among both staff and public and provide a sound basis for acceptance of new proposals.

Composition of G/T Selection Committee. The G/T School Building Selection Committee is the basic selection-making body. Each school building committee examines the G/T screening data to select which particular G/T areas (i.e., Cognitive, Creative, and/or Leadership abilities) the school should address and what monies are needed for program development. The G/T School Building Selection Committees make their recommendations directly to the G/T District Committee. The G/T Coordinator coordinates the selection process among buildings and with the G/T District Committee.

Each building selection committee also conducts the actual selection of students to participate within the G/T instructional program. The specific procedures for student selection are discussed in the selection stage. The membership of the selection committee are linked directly to the G/T District Committee and consist of (a) Building Principal, (b) G/T Resource Teacher, and (c) G/T Teacher Representative for each grade level. The G/T Coordinator usually attends the building selection committee meetings.

Developing Awareness for Members of the G/T District Committee. The members of the G/T District Committee must take the time to educate themselves about gifted-child education in the same manner that was suggested earlier for administrators. In addition, a sound procedure to follow would be to send select members at various organizational levels in the committee to visit model G/T programs in noted school systems and attend National/State Leadership Training Institute Conferences to develop a comprehensive knowledge of gifted-child education.

The time for self-study by the G/T District Committee will vary according to the make-up and extent of prior experiences within its membership. However, approximately a period of three to five months should be allowed to complete this phase. In fact, the time and energy expended in the committee's self-study will prepare them for their direct participation in the Teacher Awareness and later Community Awareness phase described below.

The Role of the District Committee in the Teacher Awareness Phase. The G/T District Committee can plan and carry-out the G/T Awareness/Orientation Meetings for the entire teaching staff of the school district. The G/T orientation sessions mark the first attempt to reach and inform the smallest and most important component of the school system,--the classroom teacher. In a comprehensive screening stage, all classroom teachers play a critical role in examining the interest, abilities, and needs of children who may be screened as gifted. Therefore, the orientation should follow the practical procedures outlined below in the Model Agenda for G/T Awareness Orientation Meetings.

Model Agenda for a G/T Awareness/Orientation Meeting.

A. Brief Historic Outline of Interest in Gifted Children
   1. Fallacy of the theory that genius and insanity go hand in hand (Barbe & Renzulli, 1975)
   2. Major findings of Louis Termans' longitudinal research (Barbe & Renzulli, 1975)
   3. Excerpts from the Marland (1972) report to the U.S. Congress emphasizing national concern

B. Discussion of the Broad-based Definition of Giftedness
   1. Explanation of the U.S. Office of Education definition of G/T
   2. Review of the characteristics of gifted children (Martinson, 1974; Kirk, 1972)
   3. Discuss ways in which teachers can observe the characteristics of giftedness within children's work samples and anecdotal records of classroom behavior (Cicione & Latham, 1977; Martinson, 1974; Lucito, 1972; Barbe & Renzulli, 1975; Kranz, 1976)

The following examples of work samples and anecdotal records correspond to the types of behavior included in the GTSS instrument.

I. Work Samples
   A. Experiment (in or out of class)
   B. Use of classroom materials, e.g., blocks, Cuissenaire rods
   C. Writing
   D. Poetry
   E. Hobbies
   F. Correspondence with expert in a special field
   G. Prizes/achievements in specific field
   H. Motors, mechanical objects assembled as a consistent pattern
   I. Inventions
   J. List of offices held and/or ability in group work
   K. List of community or school activities in which leadership is displayed

II. Teacher Anecdotes Concerning Student
   A. Child's vast knowledge about a topic
   B. Language ability (metaphor, imagery, simile)
   C. Student's intellectual risk taking
   D. Student's persistence
   E. Child's type of questions (divergent)
   F. Child's critical thinking qualities
   G. Child's attention span in a particular field
   H. Child's frequent concern with scales, statistics, codes; sensitivity to patterns in numbers, words, or nature
   I. Examples of unusual erratic academic behavior
   J. Examples of self-taught areas
   K. Examples of high absenteeism, but above-average classroom achievement
   L. Examples of a wisdom about a topic beyond one's years

The above information can be gathered from the references enumerated and the actual content for Section A and B of the agenda can be compiled jointly by the G/T District Committee members. This reporting will serve as a summative learning experience for committee members and aid orientation planning in preparation for the G/T Orientation Meetings. Section A and B can be covered in a ninety minute period. Additional time may be allocated for discussion and clarification. Sections A and B may be divided into separate meetings if no prior literature or information will be distributed.

Selection Stage

The purpose of this section is to outline the steps to be taken in the selection stage, beginning with the formulation of a selection committee and ending in the selection of students to take part in the G/T program.

Formulation of G/T School Building Selection Committee. The screening stage can not begin until all G/T Teacher Representatives are chosen by the building principal with the assistance of the G/T Resource Teacher/Consultant. The G/T Orientation Meetings have allowed the building principals of each school to observe and assess the reactions and interest of the classroom teachers. At this point, the building principal selects potential members of the G/T School Selection Committee. The building principal looks for teachers on a grade-level basis who express interest in gifted-child education. When more than one teacher expresses interest in assuming the position of G/T Grade Level Teacher Representative, the administrator should seek to balance the subject area/discipline orientation of the entire selection committee. For example, the principal may want to have a group of teachers who represent various areas of the curriculum (e.g., mathematics, English, science, etc.) Once the G/T Selection Committee is finalized, the members review the G/T Student Screening Pool to select areas of program emphasis and to select students specifically for each area of emphasis.

Considerations for G/T Area Emphasis. The G/T Building Selection Committee determines the number of students who qualify for the areas of Cognitive, Creative, and Leadership Abilities. The decision of which G/T area to address is based on the need and number of students in each group. Often there will be one particular area that will have a higher proportion of students in need. This particular G/T area should receive attention first. The decision to develop either one or both of the remaining areas is dependent on the resources and personnel available within the school.

Selection of G/T Students. The selection of G/T students requires the determination of how many students the G/T Resource Teacher is able to instruct within his/her weekly schedule. If the Resource Teacher is assigned solely to a single school, there is a greater probability that all G/T students within a particular area of emphasis can be served. If the Resource Teacher's time is divided between two schools or two or more G/T areas, the number of students selected will have to be reduced.

Based upon the number of students to be selected and the areas of emphasis chosen by the Building Selection Committee, specific students can be selected and paired to specific programs based upon information contained in the GTSS computer printout.

Summary

The authors have suggested an outline of a program which can be used to implement a G/T program and which can readily be modified to meet the specific needs of a school system. During the developmental stage, key personnel must be selected, their roles clarified, and the process of program and student selection begun. The attitudes, training, and organization of these people as they relate to the G/T program are of paramount importance in starting a successful G/T program.

HOW TO ADMINISTER GTSS

The GTSS uses teacher opinion as the source of information about the student. Since a positive attitude and a willingness to cooperate is necessary in obtaining a teacher's best evaluation of a student, the person administering the GTSS should meet with the staff and explain to them the purpose of the testing and the importance of the teachers' efforts.

The twenty-five questions on the GTSS are deliberately short, simple, and straightforward. The teacher is asked to respond to <u>all</u> questions on the basis of a four (4) point scale as listed below:

1. The behavior is characteristic of the student.
2. The behavior is sometimes characteristic of the student.
3. The behavior is seldom characteristic of the student.
4. The behavior is not characteristic of the student.

You have probably noted that the 1 to 4 scoring allows for no middle-of-the-road answer. You are asked to make definitive responses based on two decisions. The <u>first</u> is whether the student is above or below average for his peers and the <u>second</u> is whether he/she is outstanding in this direction. The teacher's knowledge of the students is the best source of information and, with the teacher's cooperation in completing the questionnaire, the most valid evaluations of the students can be obtained.

The questions given in the GTSS are probes to bring into focus some of the day-to-day experiences teachers have had with students. As a guide, teachers should make judgements based on the class or group in which the particular student functions. For example, the vocabulary of a kindergarten student should be compared to that of other kindergarten students. If a class is decidedly above or below average, rate a student as if he/she were in an "average" class.

Teachers will occasionally believe they are unable to make a judgement on a particular question for a particular student. In these cases, use your best judgement, even if you are not absolutely certain. If a question is not answered, the computer will supply a mean value as the score for that question. This should be avoided if at all possible.

The GTSS should be administered to a complete school or, if only certain grades are being evaluated, the complete grade. In this way, the results are normed based upon your school or grade. This norm is usually more beneficial when used for selecting students than to use an outside or national norm. When students in the early grades are screened, usually there is only one teacher involved in the evaluation of a student. However, in later grades, a student may have two or more teachers. Since a student may have ability which is more apparent in one subject area than another, the authors feel that at least two teachers should rate students in these instances.

Detailed instructions for completing mark sense sheets are forwarded with the sheets. Additional measures can be entered on the mark sense sheets by clerical personnel, thus reducing the time expended by the teaching staff.

A copy of the test instrument is given on the following page.

GIFTED & TALENTED SCREENING SCALE (GTSS)

1. Uses a large vocabulary in comparison to peers in such a way that it is clear that he/she comprehends the variety of meanings implicit in the words.
2. Appreciates beauty when encountered in tasks and activities with which he/she comes in contact.
3. Produces many solutions to tasks and/or has many ideas on problems presented.
4. Works well with teachers and classmates.
5. Responds emotionally (within reasonable bounds) to situations encountered regardless of sexual stereotypes of "expected" roles.
6. Likes to reorder, organize, or adapt concepts to new or different situations.
7. Is sufficiently self-assured to treat his/her creative products in an open and less-than-serious manner.
8. Works to attain perfection on projects, group tasks, etc.
9. Is responsible in that he/she can be depended upon to complete a task effectively.
10. Would rather work on projects with a group than work alone.
11. Sorts complex materials into component parts for comprehension and study.
12. Other students like to have him/her as a member of their team or activity.
13. Likes to participate in those activities which are team oriented.
14. Shows strong concern in regard to justice and ethics.
15. Is a self-starter. Initiates project-task action with little outside encouragement.
16. Likes to fantasize or be humorous about subjects of interest.
17. Displays a large amount of information on several topics and areas of interest.
18. Is quickly able to see cause and effect relationships.
19. Maintains his/her position on issues.
20. Other students follow his/her initiative on tasks undertaken.
21. Is willing to take chances in areas of interest.
22. Likes to work independently on projects.
23. Is willing to defend his/her position even in the face of objections or disagreements with peers or teachers.
24. Appreciates the aesthetic values in the environment.
25. Is liked by peers.

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